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Reading in the Junior High School

UNIVERSITY OF ILLINOIS

By MARY CLIFFORD

J. W. Eater Junior High School, Rantoul

MAR 22 1961

CHICAGO

Exactly what outcomes should a junior high language arts teacher strive for in a reading program? What materials, activities, and methods should she use? Is she a basic reading skills teacher, a literature teacher, or is she both? Does she alone have the responsibility for all reading instruction in the upper grades?

These are the questions. The answers? There are no "either-or" answers as school programs, classes, individuals in classes, and teachers will forever vary. (Thank goodness!) However, after due consideration, I have arrived at the following conclusions which to me seem reasonable and workable. The ideas presented herein are not original. They are my interpretation of the theory and methods I have read about, heard discussed, seen used, and practiced.

First, what is "reading"? Let us say that it includes, "Those complex processes involved in the interpretation of the printed page and in the effective use of books. Reading includes not only the ability to pronounce the words of a passage and to reproduce the ideas presented but also the ability to grasp the full import of these ideas after reflection, consideration of their worth, and clarification of their meaning."¹ Yes, we teach a big, broad subject!

Why carry out a definite program in junior high reading? At least four valid reasons are: (1) all upper grade students need some help in developing specific reading skills; (2) there are general reading abilities which profit from direct instruction; (3)

¹ Gertrude Whipple, *Reading in the Intermediate Grades*, Research Bulletin of National Conference on Research in English, No. 9 (Chicago: Scott, Foresman, 1941), p. 8.

the average reading of adults in the United States is still only around the middle and upper elementary school level, which indicates that more effort needs to be spent in adequate teaching of reading; and (4) reading habits and tastes of young people may be improved through sound instruction.

If goals are targets in whose direction we aim, where shall our reading instruction arrows point? Might not we guide our students in the acquiring of basic skills of reading, in a background of word meaning, in the ability to adjust methods of reading to a particular purpose, in the acquiring of a variety of reading interests, in the habit of using good taste in choosing books and selections for reading, in the habit of demanding an understanding of what is read, in the habit of interpreting, evaluating and reflecting upon what is read, and in independence in the application of reading to the meeting of goals?²

It's a big order! Where do we start? First, we should find the extent, nature, and causes of individual differences. Much information may be gleaned from a testing program, school records, and personal observation. Causes to look for are intellectual factors, language abilities, physical conditions, personality disturbances, interests and motivation, and environmental and instructional factors. A good "Getting Acquainted" unit can give the teacher an idea of the student's understanding and appreciation of literature, his interests, powers of concentration, rate of work, independence and initiative, personality adjustment, and physical problems, such as eye strain, hearing loss, and fatigue factors. Some of the items I include in such a unit are: a book program, in which the pupil brings sample books, magazines, and papers from home, and tells the class about them; a period during which I read short sketches of family or school life as a springboard leading to the writing of papers or the telling of stories on topics such as "The Most Fun I've Ever Had with My Family," "Brothers and Sisters Are Sometimes Fun," and "Things My Parents Won't Let Me Do"; a period of browsing among class magazines and books; a period of common silent reading and subsequent discussion of an easy selection of great interest to the students during which I observe the pupil's facial expressions, attention, and contributions as an indication of appreciation and

² Guy Bond and Bertha Handlan, *Adapting Instruction in Reading to Individual Differences* (Minneapolis: University of Minnesota Press, 1948), pp. 3-4.

comprehension ; and, a short time in which I have each child read aloud one or two paragraphs, where I note the number of words missed, mistakes on beginnings and endings of words, words omitted, substitutions, insertions, repetitions, and mispronunciations, and then ask a few well placed questions. (Ordinarily, comprehension is not sufficient if a student misses more than one out of twenty words.) If the above procedures indicate that a student's reading is seriously retarded and well below what could be expected for his mental ability, then I refer him to the remedial reading teacher for special help.

After we have acquired a working knowledge of the child, then what specific factors should we consider in instruction? A first factor is readiness for reading. We should: make sure students have the skills and habits necessary for the reading at hand; stimulate interest by relating the particular reading to pupil experiences or by arousing curiosity; build a background of ideas or concepts that will occur in the reading; provide a mental set in terms of the author's mood or purpose; and, help students arrive at the purpose for which they are reading a particular selection. Perhaps, readiness is most easily provided for in unit plans of instruction where the selections will be related to a theme. For example, I sometimes use a unit on mystery stories around Hallowe'en. Readiness is acquired through discussions of favorite ghost and mystery stories on television and radio, the time of year and day these mysterious happenings occur, the types of places where they occur, the words used to describe objects, places, and sounds connected with mystery, and the elements of nature at this time of year that lend themselves to mystery and "spookiness." To provide readiness for a poem such as De La Mare's "The Listeners" in this unit, I tell the students the poem has an atmosphere of mystery, that it concerns a traveler knocking at a door, and ask them to listen while I read it to see if they can discover who the traveler might be, and why no one answers.

A second specific factor to be considered is vocabulary development. Most authorities say that vocabulary is best developed through wide and varied reading. Using the unit theme approach, we should have a rotating classroom library made up of books related to the theme being currently studied in the basal reading texts, or of books especially related to the pupils' interests at the time. The teacher will need to help students select books which have factors of interest for them, and which are on their reading level. I think the following interest summary is very helpful:

The special factors which arouse boys' interest in reading materials, as revealed by the current study, are: adventure (outdoor adventure, war, scouting), outdoor games, school life, mystery (including activities of detectives), obvious humor, animals, patriotism, and male rather than female characters. Unfavorable factors for boys are: love, other sentiments, home and family life, didacticism, religion, the reflective or philosophical, extended description, "nature" (flowers, trees, birds, bees), form or technique as a dominant factor, female characters.

For girls the favorable special factors are: adventure without grimness (mild outdoor adventure, games, school life, detective and other mysteries), humor, animals, patriotism, love, other sentiments, home and family life, male and female characters. Unfavorable factors: grim adventure (including war), extended description, didacticism, form or technique as a dominant factor, and "nature" (flowers, trees, birds, bees).³

For teacher planning for rotating classroom collections, and for individual guidance in book selection, the following bibliographies could be used:

Reading for Living: An Index to Reading Materials. Illinois Curriculum Program (Bulletin 18), John J. De Boer et al., 1953. (Circular Series A, No. 51. Supt. of Public Instruction, Springfield, Illinois.)

Reading Ladders for Human Relations (revised and enlarged edition). Margaret M. Heaton, Helen B. Lewis. American Council on Education, Room 110, 1785 Massachusetts Avenue, N.W., Washington 6, D. C., 1955.

Your Reading: A Book List for Junior High School. National Council of Teachers of English, 704 S. Sixth St., Champaign, Illinois.

Character Formation Through Books: A Bibliography. Compiled by Clara J. Kirchner (revised and enlarged edition). Catholic University of America Press, Washington 17, D. C., 1952.

Gateways to Readable Books. Compiled by Ruth Strang, et al., New York: H. W. Wilson Co., 1952.

If it is impossible to arrange for a class library through existing school facilities, books might be borrowed from the town or state

³ George V. Norvell, *The Reading Interests of Young People* (Boston: D. C. Heath Co., 1950), p. 6.

library or students might bring books from home to make up a collection. In junior high, students should be able to select their own room librarian, make their own rules for using the collections, and manage their own checking-out system.

In addition to wide reading to further vocabulary development, each student should keep a notebook of new words met in his reading with their definitions. Class exercises in using the dictionary and analyzing strange words, and exercises in which pupils list one type of words in a selection such as the beautiful, technical, or obsolete words are good, because they lead to development of critical reading and a better understanding of the way our language operates. Occasionally motivation devices can be profitably used. To give dictionary training, to aid in learning how to skim, and to gain word meaning, a dictionary relay may be employed. For this, a dictionary is given to each row of students. Then a list of words, one for each pupil in each row, is exposed on the blackboard. As soon as the first pupil finds a word and its definition, he hands the dictionary to the one behind, and so on until the dictionary is passed through the row. When the first row finishes, each person gives his definition to the class. If one misses, the opportunity goes to the second row. On successive occasions, pronunciation, derivations, or right definition for a particular context could be stressed. For smaller group work in vocabulary, two interest-arousing devices are vocabulary bingo and crossword puzzles. Vocabulary bingo is effective with small groups of low-ability students. The cards with words to be learned are given out, and players cover words known as they are called. When a row is covered, the player calls "bingo," but must define correctly every word in his row before he's pronounced winner. For good students, crossword puzzles worked either individually or in small groups are worthwhile.

A third factor to be considered in junior high instruction is the work-type or study skills. In general, these skills are: defining a specific purpose for reading, adjusting reading methods to a particular purpose, comprehending what is read, locating information, selecting and evaluating information, using information, and remembering what is read. These skills need to be taught and retaught by each teacher in the system as they pertain to his particular subject, and purpose at hand. It would be wise for faculties to devote some meetings to the listing of specific study skills needed in various subject areas, and to denote ways in which these skills are being taught and reinforced in each. In language arts class, the main study skills have to do with the reading of literature with a capital "L," and the reading of magazines and newspapers. How-

ever, through well-planned work, practically all study skills can be strengthened. For individual and group help, the teacher's manual and workbooks accompanying basal reading texts give appropriate exercises; cumulative files of *Practical English*⁴ reading exercises may be used; and, exercises from books such as Paul Witty's *How to Improve Your Reading*⁵ can be adapted to class work. Aspects for which the language arts teacher is particularly responsible are the use of the dictionary, encyclopedia, card catalog, readers' guide, and "the book."

A fourth factor in the program is the development and guidance of interests and tastes. In an article, "Behind Reading Interests," in the January, 1954 *English Journal*, George Carlsen states that young adolescents need assurance of their status as human beings, assurance of their own physical and psychological normality, and in later years, need role playing. He says they satisfy these needs through reading. If a teacher is to guide in the satisfaction of these needs, in reading discussions, she should help students pull out the attributes in books and stories common to them—the anger, frustration, insecurity, moments of elevation, responses to beauty—and get students as far as possible to tell similar instances in their own lives or ones they know. For example, in animal stories, talk about the way the animal solved his problems. Then, if the animal can do these wondrous things, how much more can man do with his superior powers! In adventure stories, talk about the situations in which men find themselves, and emphasize the characteristics of the men that helped them through great difficulties. In hero stories, discuss the qualities of the heroes, and compare them with ordinary men. What makes people do these things? How much were the heroes themselves responsible for their own achievements?

Dora Smith⁶ in her discussion of the functions of literature in the elementary schools says that literature is meant to give delight, to give a heightened quality to familiar experience, to broaden experience and deepen understanding, to open up to young readers the common culture of children, to offer an escape from the humdrum activities of daily life, and to help boys and girls develop

⁴ *Practical English* (Scholastic Corporation: 33 West 42nd St., New York 36, New York.)

⁵ Paul Witty, *How to Improve Your Reading* (Chicago: Science Research Associates, 1956).

⁶ Dora Smith, "Literature and Personal Reading," *Reading in the Elementary School*, Forty-eighth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1949), pp. 205-209.

standards of aesthetic appreciation. She says love of the beautiful in God's creation, and the appreciation of form and ideas can not be learned by rote or handed out ready made. It is only developed, now in this setting, and now in that, until gradually it becomes a part of the very being of the reader himself. We teachers must remember this.

Some ways to encourage a variety of reading interests are: the use of devices such as "My Reading Design"⁷ or the "Cumulative Reading Record";⁸ bulletin board displays planned and made by students; teacher-made annotated book lists; dramatizations of scenes, or characters from books; and puppet shows based on books. Also, my students sometimes compile their own annotated bibliographical cards or book lists, and give reviews of new books, or of books of interest to the class at the moment.

A sixth specific instructional factor is enrichment activities which involve creative reading and the related language arts. The enrichment activities should evolve around the classroom library and magazine table filled with current magazines of interest to students. Plenty of time for reading should be allowed during the class period. Records, slides and films, as well as radio and television programs should be used to stimulate interests, and to illustrate common ideas presented in different media. (For me, the *Practical English* teacher edition section, "Listenables and Lookables," is helpful in pointing out programs which would be suitable for tie-in with class work. Also, in the students' edition, some work is given to correlate with the major literary presentations of each winter season on television.) Choral reading with accompanying dramatizations is a popular activity in junior high. Ballads and humorous or narrative poems, such as "The Singing Leaves" and "Jonathan Bing" which have marked rhythm and repetition, lend themselves well to this.

The correlation of literature with holidays is important at this level. Other school departments emphasize the seasons in planning programs and projects; language arts will become a "dead" subject unless we too make efforts to supplement our program with the best literature having to do with the season. Again using a unit on mystery stories, occurring around Hallowe'en, an illustrative activity is the dramatization of the radio version of "The Legend of

⁷ G. O. Simpson, *My Reading Design* (North Manchester, Indiana: "The News-Journal," 1946).

⁸ National Council of Teachers of English, *The Cumulative Reading Record* (Champaign, Illinois: National Council of Teachers of English, 1956).

"Sleepy Hollow," in the form of a tape-recorded production. The original story can be reviewed by a class member or teacher, the dictionary used to establish pronunciation of characters' names, and the play first read to gain insight into how it could be dramatized. Criteria for choosing a cast can be drawn up by the class. For discussion of criteria for casting, I use questions such as these: What kind of person is Katrina? What kind of voice should she have? What kind of expression will she use? What kind of teacher, lover, party-goer, and man is Ichabod? How many different scenes is he in? How will his personality be shown in each? After allowing time for oral practice at home, class try-outs can be held. The class may choose committees for the dramatization, for the securing and playing of records for background music, and providing sound effects. Parts of several class periods may be spent in group work, and the climax will come in the recording of the play for class playback, for other classes, or for outside groups.

At Christmas, I use unit plans similar to the ones described in the November, 1955 *English Journal*. Records, poems, plays, stories, current television and radio production can be correlated, and the whole unit spiritedly ended by the telling or reading of original Christmas stories on the day before vacation. The teacher may find good anthologies of seasonal materials appropriate for this age group listed in the "Children's Catalog."

A seventh factor in reading instruction is evaluation. In evaluating reading we should judge the student continuously from day to day by the way he contributes to discussions, his written reactions, and his zest for the reading period. Through questions on basal reading lessons, we can determine his comprehension, interpretations, and application of ideas from reading to other situations. Periodically, standardized tests can be used to compare achievement in the measurable aspects.

Undergirding all seven of these specific factors of upper grade instruction is the concept that the improvement of, and growth in reading abilities and skills need not be divorced from the reading of literature with a capital "L," and that reading is a continuous, life-long process involving the total personality. What activity in the public school curriculum can contribute more to an adolescent's all-around development than the "reading of good Literature"?

To summarize, good teaching of reading in the upper grades is characterized by: flexibility of procedure; increasing independence of students; increased amounts of committee work; varied attacks on new words—adapting rate and methods of reading to a variety

of materials—thoughtful consideration of ideas gained in reading; close relation to other curricular and co-curricular activities, especially language arts; and a favorable reading atmosphere in the classroom.

Isn't this a rather comprehensive program? Yes, it is. Involving much work? Oh, yes. Is it worthwhile for both teacher and students? I think so.

ARTICLES WANTED

Next year's *Bulletin* can use articles—short or long or in-between—on any of the following subjects:

1. Especially successful units
2. Improving speech in the English class
3. Improving English in the speech class
4. Procedures in curriculum revision
5. Applying semantic principles
6. Teaching a specific piece of literature
7. Teaching a literary *genre*
8. Using recordings (maps, filmstrips, movies) in the classroom
9. The English teacher's public relations
10. Motivation
11. Articulation of junior and senior high school English
12. Teaching discrimination in magazine reading
13. How much world literature?
14. Evaluation in the teaching of literature
15. What writing experiences are most valuable?
16. Classroom shortcuts

Spelling in the Junior High School

By RUTH SIMMONS

J. W. Eater Junior High School, Rantoul

Strange, you say? He can not spell "separate." He can not spell "February." In fact, he can't even distinguish between *to* and *too*. And yet, when a young girl won 64,000 dollars by spelling "antidisestablishmentarianism," he spelled that word for me the next day in class with no help and no asking. Not so strange, I say, if we consider that the importance of a word to a student often determines whether he will learn to spell it or not. But, even if he feels this importance, we could make learning to spell easier for him if we first taught him *how* to learn.

*Spelling is best learned through a combination of methods. Each method contributes to learning, but no one method is sufficient in itself. One of the mistakes that we have made in the teaching of spelling is to depend on one or two methods and then to assume that spelling has been learned. Therefore, I should like to point out five methods, the learning that each involves, and the errors of depending on any one as sufficient in itself.

The first of these methods is hand-spelling. This means the automatic writing of the word with no conscious effort. Most of the spelling that we use in our everyday writing is done in this way. For example, when we write a class assignment on the blackboard, we do not consciously think the letters in each word that we write. This method of learning spelling is taught by having a student write a word 25 or 30 times. There are three reasons why this method should not be used alone, however. First of all, a student may simply be copying letters and not thought units; second, hand habits, like any other habits, can only be retained for words which recur frequently in writing; and third, hand habits of spelling are produced over a long period of time.

Lip-spelling is a second method which somewhat resembles dictation. The hand writes letters as the lips say them one after the other. This method of learning had its "heyday" at the time when oral spelling bees were the vogue in most rural schools. Lip-spell-

* Many of the ideas expressed in this article are not original with me. They are being presented after much garnering from books, articles, and lectures on this particular subject. I am expressing these ideas from the point of view that, "We teach attitudes and habits to establish a learner."
—Dolch.

ing is taught by having a student read or say the letters of a word over and over. Consequently, the spelling must be remembered this way. I would wager that a bright boy might spell down his entire class after he learned every word in his book, but would he have learned much that would help him with new words the next year? This method, alone, makes each word a separate piece of learning. I can visualize his high school teacher, or better yet, his college professor teaching him all the new words he will need in this fashion! Besides, of what value would his reading be in developing his spelling? Is it likely that he would read by letters, or by words?

Ear-spelling is both necessary and good. It means to translate the word sound into letters according to one's own idea as to what letters the sounds represent. This method must be used if there is no dictionary available and there is no one to ask. If it were the only method used, however, I rather think that our spelling would undergo many drastic revisions. I can just "see" my students' spelling of such words as "though" and "debt." Pronunciation would flavor the spellings considerably, too. On themes I might get "hafto" and "suppost."

Since our vision contributes a major part to our learning, eye-spelling is very important. Eye-spelling includes knowing what a word looks like and having a correct visual image of the word. This helps spelling by enabling a student to see the letters that a word contains. We may see errors in words written by hand or ear. This method instigated the flash card system of teaching spelling which has proved especially valuable for teaching difficult words. For example, the word "separate" might be flashed before a class each morning for perhaps two weeks. Special attention to this one word can result in its being completely mastered. If we depend on eye-spelling alone, however, what happens if a student needs to write a word that he hasn't seen?

Thought-spelling means just what it says, to figure out what the letters should be in a word to be spelled. Part of thought-spelling is taught when we teach students to make "spelling generalizations." We sometimes teach this by stressing spelling families. For example, we call attention to the "ight" words which are preceded by one or more letters such as light, might, sight, and right, or bright, slight, and fright. Another family is the woud, should, and could words. We explain that "ph" often has the sound of "f," and hope that someone doesn't "generalize" *paciphic*. Suffixes and

prefixes should be taught as an aid to this method. Many words end in "tion" with the sound of "shun."

If spelling analysis is added to thought-spelling, and it should be considered a part of it, good spelling will be the result. Spelling analysis is actually a combination of all that has been stated before. In a few words it can be stated: take a good look at the word—What is the right sound? Is it spelled phonetically? How may the difficult parts be remembered?

Thought-spelling, including the spelling analysis, is illustrated in this type of classroom teaching. First of all, remember that students must care about spelling and understand its importance before they will learn. Talk with them about our world of greater communications and the many ways in which spelling, through writing, must be used. Ask them what might happen if all written and oral communications were stopped for one week. Students usually remember that in such a case there would be no school and think it might be a good idea. Then they realize that their radios and television sets would be of no use. They soon remember that their parents' jobs would have to stop, too, and there would be no allowance. This leads to no news reports or weather reports, and the millions of other things that could happen. These ideas help them to realize the tremendous importance of language and the subject called spelling. At some time point out that spelling cannot be divorced from any subject field in school learning. Students can give many examples of this. Remember, too, that students are using many more words in their writing today than schools previously called for. Tell them this, and it will give them pride and a will to do more. In other words, set your stage. Then when you begin to teach a list of spelling words, have the students look at each word carefully as you pronounce it—See the word—Say the word. Go back and use the rest of your time, for that day, discussing these words. I stated in the beginning that a word's importance to a pupil can determine whether he will learn to spell it or not. Therefore, it is your job to make these words alive. Ask students for sentences using the words. This will put words into context and show the various ways that a word may be used. Perhaps you may know the history of the word and if so, tell it. For example, the word *villain* meant "one who lived in a village" in Feudal England, but it certainly doesn't mean that today. Try asking students to write down the mental pictures that a word brings to their minds. When they relate these to the rest of the class, it often suggests to them the many meanings that one word may represent. Explain that most words have positive and nega-

tive meanings to all of us. For example, beauty would be positive and evil would be negative. To make this more clear, put a part of a news clipping or magazine article on the blackboard and discuss it with the class. Let them decide whether the article gives them a positive or negative feeling about the thing or person being talked about. Then go back and find the words that made them feel this way. This helps students understand the term "slanting the news," but more important, it helps them to realize the tremendous power of words. Let them decide if their spelling words suggest positive, negative, or neutral feelings to them. Approaches such as these are necessary to make words become alive and important.

On another day go back to—Is it spelled phonetically?—How may the difficult parts be remembered? Decide with your class whether a word is phonetic and can be remembered by the sound, and whether we pronounce it as we should. For example, do we say "gov'-ern-ment" or "go'-ver-ment"? If it is not phonetic, then find the hard spot, and decide how it might best be remembered. This gives us opportunities for teaching syllables, suffixes and prefixes, and vowel sounds. A word in a list such as *receive* provides an introduction for the inductive teaching of a spelling rule, e.g., list the "cei" words and ask them which letters are found together in each word and have the long sound of the vowel "e". Then state the rule. All the little devices that help us to remember words can come into use here, too, such as little words in big ones, and peculiarities such as all e's in cemetery. Short quizzes give them a chance to write the words and check them to find which words give them difficulty. Above all, teach them to use the dictionary. With this tool they can do much for themselves. And finally, keep in mind that spelling will not transfer to writing unless it is used in context. Ask students for sentences or short paragraphs in which the words are used. These can be read orally in class, and it gives purpose to their learning. This also gives us a chance to stress proofreading and the use of the dictionary for checking guesses.

By doing this analysis in class, we work towards instilling in our students the habit of using it. Once the habit is learned, better spelling will follow. Many words seen in reading, if analyzed, can be transferred to an active vocabulary, and growth is unlimited. The degree of good spelling depends largely on the degree to which the habit—See the word; Say the word; Write the word; Learn the meaning of the word; learn the hard spot in the word—has been learned and *applied*.

1957 Fall IATE Meeting

When?—October 11, 12, 1957.

Where?—Illini Union Building, University of Illinois, Urbana.

Who may attend?—You. And this is your invitation!

What will be featured?—The Program Committee, chaired by Emma Mae Leonhard of Jacksonville, is planning a balanced program. Mrs. Luella B. Cook, past-president of NCTE, will be the major speaker. Another portion of the program will treat the economic, dollars-and-cents value of English. Literature, of course, won't be neglected.

When will more details be available?—In September, both in this BULLETIN and in a special mailing.

Will you come?—(You answer this!)

The Minutes of the 1956 Fall Meeting of The Illinois Association of Teachers of English

The Executive Board of the Illinois Association of Teachers of English met on Friday, October 19, 1956, at 9:00 a.m. in Room 213 of the Illini Union Building, Urbana, Illinois, with 21 members present.

The meeting was called to order by the president, Miss Helen Stapp. The minutes of the Executive Board meeting of March 17, 1956, were read and approved.

The treasurer, Dr. Roberts, gave the following report:

ILLINOIS ASSOCIATION OF TEACHERS OF ENGLISH TREASURER'S REPORT—OCTOBER 19, 1956

Treasurer's balance—October 21, 1955.....	\$1,260.08
Income for 1955-1956.....	3,257.52
Cash assets.....	\$4,517.60
Expenses for 1955-1956.....	2,846.10
Balance in Treasurer's account—Oct. 19, 1956.....	\$1,671.50

Since this is the final report of your present treasurer, you may allow me this backward glance. When I came into the office, we had a cash balance of \$546.50; as I leave, we have a balance of \$1,671.50. In my first year as treasurer, we had an income of \$961.20. In my last year, we had an income of \$3,257.52. I can take no credit for this flourishing state of affairs, but I thought I should report it to you as evidence of the increasing vitality and service of your association.

CHAS. W. ROBERTS, *Treasurer*

The treasurer's report was filed for auditing.

Miss Margaret Adams, Vice President, called the roll of district leaders. Stimulating reports from twelve leaders and letters from three others indicated great activity centering around spring conferences in most of the districts. Dr. Roberts, who attended many of the meetings, noted a revived interest in the problems facing English teachers throughout the state and urged district leaders to invite administrators and representatives of school boards and P.T.A. to attend all conferences and workshops.

Miss Hazel Anderson moved that the association reprint enough handbooks to supply all county chairmen. Seconded by Miss Maurine Self, the motion carried.

Dr. Eugene Waffle, Program Chairman, noted three changes in the program as printed. He proposed that we bring pressure to bear on administrators or county superintendents to release teachers from Division meetings to attend this conference.

Mr. Wilmer Lamar, reporting for Dr. Hook on the ILLINOIS ENGLISH BULLETIN, said there is plenty of copy for eight issues. There is one problem, however; it is the question of the responsibility for the judging for the prose and poetry issues. He thanked Miss Leonhard, Miss Self, and Miss Stapp for the work they have done in the past. Mr. Lamar then announced that five of our bulletins have been chosen by the national committee on distribution of material by the NCTE and affiliates. He also expressed his appreciation of the work the university has done in subsidizing IATE projects as well as for the work of many of its staff members.

Dr. Charles Willard, Chairman of the Nominating Committee, submitted the following report:

President—Miss Margaret Adams, Sycamore

Vice President—Dr. E. M. Waffle, Eastern Ill. State College

Secretary—Mrs. Helen Ellis, Rochelle

Treasurer—Mr. Harris Wilson, University of Illinois

Editor of the BULLETIN—Dr. J. N. Hook, Univ. of Illinois

Co-Editor—Mr. Wilmer Lamar, Decatur

Program Committee—Miss Emma Mae Leonhard, Chairman,
Jacksonville

Miss Florence Cook, Shabbona

Sister Mary Rosaleen, Mercy High School, Chicago

Miss Elaine Munal, Metropolis

Mr. Robert Foxworthy, Bridgeport

Advisory Committee Chairman—Miss Helen Stapp, Decatur

Committee on Committees Chairman—Miss Hazel Anderson,
Galesburg

Special Projects Committee Chairman—Miss Alice Grant, West
Frankfort

The motion was made by Dr. Willard and seconded by Dr. Roberts that the report be accepted with the recommendation that Professor Harris Wilson be asked to serve as interim appointee for three years. Motion carried.

Miss Hazel Anderson moved that we accept the invitation of the English Club of Greater Chicago to attend its luncheon and

program after the board meeting on March 16, 1957. Seconded by Dr. Roberts, the motion carried.

Miss Florence Cook, Chairman of the Committee on Reorganization, moved that the following be invited to be present at and, where feasible, to participate in English conference programs:

1. Administrators (including elementary principals)
2. Chairmen of other departments
3. P.T.A. representatives
4. Board members
5. Others that chairman may wish to include

Dr. Roberts seconded the motion which was carried.

Miss Lois Dilley reported that she had attended two meetings of the Illinois Curriculum Project at which there was representation of almost all content areas. Satisfactory progress is being made on the summarizing bulletin on the Experiment on Thinking project going on in Northern Illinois in four subject matter areas. This project was begun in September, 1955.

Mr. Wilmer Lamar, reporting on the Human Relations project, stated that the 600 papers he has received are not specific enough to be of too much value. He appealed again to teachers to have students work on this project and then to forward the papers to him.

Dr. Willard issued a plea for more suggestions for his List of Materials as he has had only 80 returns from the 750 questionnaires sent out.

Dr. Roberts reported for Miss Alice Grant and the Teaching Load project. The 800 responses are almost all tabulated and the committee hopes to publish conclusions sometime this year.

There was no report on the English Classroom project.

The Committee on Television Awards, of which Miss Virginia Moseley of NISC is chairman, is still waiting for a policy decision from NCTE.

It was announced that we will have a booth at NCTE convention. Miss Hazel Anderson nominated Miss Margaret Adams (president-elect with expenses paid), Miss Helen Stapp, and Miss Maurine Self as our delegates to this convention. It was moved by Mr. Lamar and seconded by Mrs. Charlotte Whitaker that these delegates be unanimously elected. Carried.

Suggestions were made as to the time and place of holding our fall conference as well as the conflicts to be avoided with such groups as the press and speech teachers.

It was moved by Miss Alice Baum and seconded by Dr. Willard that we recommend to the NCTE that they see to it that their awards be included in almanacs and other places where awards are listed. Carried.

It was decided to ask the Morrison Hotel for a room for the spring meeting of the board on March 16, 1957.

Miss Alice Baum announced the Miracle of Books at Chicago's Museum of Science and Industry on November 11 and the week following.

The meeting of the Executive Board was adjourned by the president, Miss Helen Stapp, at 11:30 a.m.

Respectfully submitted,
HELEN ELLIS, *Secretary*

Resolutions read by Dr. Charles Willard
at the Luncheon Meeting of
**THE ILLINOIS ASSOCIATION OF TEACHERS
OF ENGLISH**
in the
Illini Union Ballroom
Saturday, October 20, 1956

Whereas: Dr. Charles W. Roberts has served for more than fifteen years as an officer of the Illinois Association of Teachers of English, first as Editor of the ILLINOIS ENGLISH BULLETIN (1941-1949) and then as Treasurer (1949-1956), and

Whereas: In his official tasks, Dr. Roberts has been unstinting in the giving of both time and energy which, employed with unusual good sense, have contributed tremendously to the nationally recognized growth in the professional importance of our Association, and

Whereas: Dr. Roberts has become for all of us a symbol of zeal for the betterment of English instruction in the schools and colleges of our state and country, and

Whereas: Those hundreds of us who have worked personally with him have found him an energetic co-worker, a stimulating counselor, and a valuable friend;

Be it resolved: That the Illinois Association of Teachers of English, in accepting the resignation of Dr. Charles W. Roberts as Treasurer of the Association, acknowledge the unusually valuable contribution that he has rendered to the Association and express the gratitude of its members for his service, and

Be it further resolved: That this resolution be entered in the minutes of today's meeting of the Association, that it be printed in the ILLINOIS ENGLISH BULLETIN, and a copy of it be given to Dr. Roberts.

MINUTES OF THE BUSINESS SESSION

The general business session of the Illinois Association of Teachers of English was held on Friday, October 19, 1956, at Altgeld Hall on the University of Illinois campus.

The meeting was called to order at 1:30 p.m. by the president, Miss Helen Stapp.

A résumé of the minutes of the Executive Board (in session during the morning of October 19, 1956) was given by the secretary.

The treasurer, Dr. Roberts, reported a balance of \$1,671.50. (See Executive Board minutes for detailed report.)

Dr. Charles Willard, Chairman of the Nominating Committee, submitted the following slate of officers for one year with the exception of the treasurer's term which he recommended be for three years:

President—Miss Margaret Adams, Sycamore

Vice President—Dr. E. M. Waffle, Eastern Illinois State College

Secretary—Mrs. Helen Ellis, Rochelle

Treasurer—Mr. Harris Wilson, University of Illinois

Editor of the BULLETIN—Dr. J. N. Hook, University of Illinois

Co-Editor—Mr. Wilmer Lamar, Decatur

Program Committee:

Miss Emma Mae Leonhard, Chairman, Jacksonville

Miss Florence Cook, Shabbona

Sister Mary Rosaleen, Mercy High School, Chicago

Miss Elaine Munal, Metropolis

Mr. Robert Foxworthy, Bridgeport

Advisory Committee Chairman—Miss Helen Stapp, Decatur

Committee on Committees Chairman—Miss Hazel Anderson, Galesburg

Special Projects Committee Chairman—Miss Alice Grant, West Frankfort

Dr. Willard moved that the report be adopted. It was seconded by Miss Hila Stone and carried.

Dr. Willard moved that the slate of officers be elected. Seconded by Miss Florence Diers, the motion carried.

The following announcements were made:

1. Anyone who will be able to work in the Illinois booth at NCTE please notify one of the three delegates.
2. Anyone interested in attending the luncheon meeting of the English Club of Greater Chicago on March 16, 1957, please send reservations to officers or district leaders.
3. NCTE has a new recording, "The Pit and the Pendulum," read by Gilbert Hyatt.
4. The Indiana Resolutions and Recommendations have been approved.

The general business meeting of the Illinois Association of Teachers of English was adjourned by the president at 2:00 p.m.

Respectfully submitted,
HELEN ELLIS, *Secretary*